

COMMISSION FOR TEACHER PREPARATION AND LICENSING

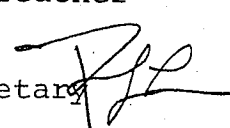
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May 9, 1977

76-7736

TO: All Individuals and Groups Interested in the
Activities of the Commission for Teacher
Preparation and Licensing

FROM: Peter L. LoPresti, Executive Secretary 

SUBJECT: Professional Preparation Guidelines for Obtaining
the Orientation and Mobility Authorization for
the Clinical Rehabilitative Services Credential

The Commission for Teacher Preparation and Licensing has approved and adopted the following Professional Preparation Guidelines for Obtaining the Orientation and Mobility Authorization for the Clinical Rehabilitative Services Credential.

PROGRAMS FOR THE ORIENTATION AND MOBILITY AUTHORIZATION FOR
CLINICAL-REHABILITATIVE SERVICES

Professional Competence Requirements

THE INSTITUTION SHALL DEFINE A PROGRAM TO PREPARE ORIENTATION AND MOBILITY INSTRUCTORS TO SERVE EXCEPTIONAL INDIVIDUALS.

1. Candidates are expected to demonstrate understandings and competencies including but not limited to the following:
 - a. principles of normal child growth and development,
 - b. nature and needs of all exceptional individuals and appropriate educational programs,
 - c. historical basis and current trends in legislation and program development in the education of exceptional individuals as related to orientation and mobility instruction,
 - d. principles of counseling and guidance for individuals with exceptional needs and their parents.

2. Candidates are expected to demonstrate understandings and basic competencies in the field of orientation and mobility instruction including but not limited to the following:
 - a. physiological, emotional, and intellectual factors of individuals with exceptional needs as these factors relate to planning and implementation of orientation and mobility services,
 - b. research related to the field of orientation and mobility,
 - c. current development and use of all mobility devices and aids, including electronic devices,
 - d. psychological, sociological, and vocational implications of visual impairments,
 - e. physiology and function of the eye including causes of visual impairments, their treatments, and implications for education including orientation and mobility instruction.
3. Candidates are expected to demonstrate competencies in assessment of individual pupil needs for orientation and mobility services as related to the development of individualized educational plans to include but not be limited to the following:
 - a. concepts - including body awareness, laterality, directionality, cardinal directions, spatial concepts, and environmental terminology,
 - b. sensori-motor skills - including use of tactual, auditory, and residual visual skills,
 - c. orientation skills - including skills in the identification and retention of orientation to the physical and social environment,
 - d. mobility skills - including use of human guides, travel aids, protective skills, and special techniques for mobility in the home, school, and community,
 - e. affective factors - including pupil attitudes, motivation, and goals as related to orientation and mobility.
4. The candidate shall demonstrate competencies in delivery of services to individuals with exceptional needs including but not limited to:

- a. developing individualized educational plans to meet pupil needs in the areas cited in a, b, c, d, and e,
 - b. providing orientation and mobility services for individuals with exceptional needs to meet objectives developed in individual educational plans as related to the area cited in a, b, c, and d,
 - c. providing counseling, guidance, and consultation to individuals with exceptional needs, their parents, and other professional persons as related to the areas cited in a, b, c, d, and e.
5. Candidates are expected to demonstrate understandings and competencies in evaluating the effectiveness of orientation and mobility services including but not limited to:
 - a. evaluating and reporting outcomes of direct services to pupils, parents, and professionals in terms of stated objectives,
 - b. evaluation of instructional methods, materials, and media in terms of efficiency in attaining stated objectives.
6. The professional preparation program shall provide for the development of understandings and demonstrable competencies in professional interpersonal relationships, including but not limited to interaction with the following:
 - a. pupils with exceptional needs,
 - b. administrators, teachers, and other workers in cooperating agencies and schools,
 - c. parents or other family members,
 - d. persons involved with the use and role of community-related services and habilitation or rehabilitation of exceptional individuals.